"We are More Alike, My Friends, Than We are Unalike":

Universal Lessons from Implementing RTI in Private International Schools

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Introduction to the Project

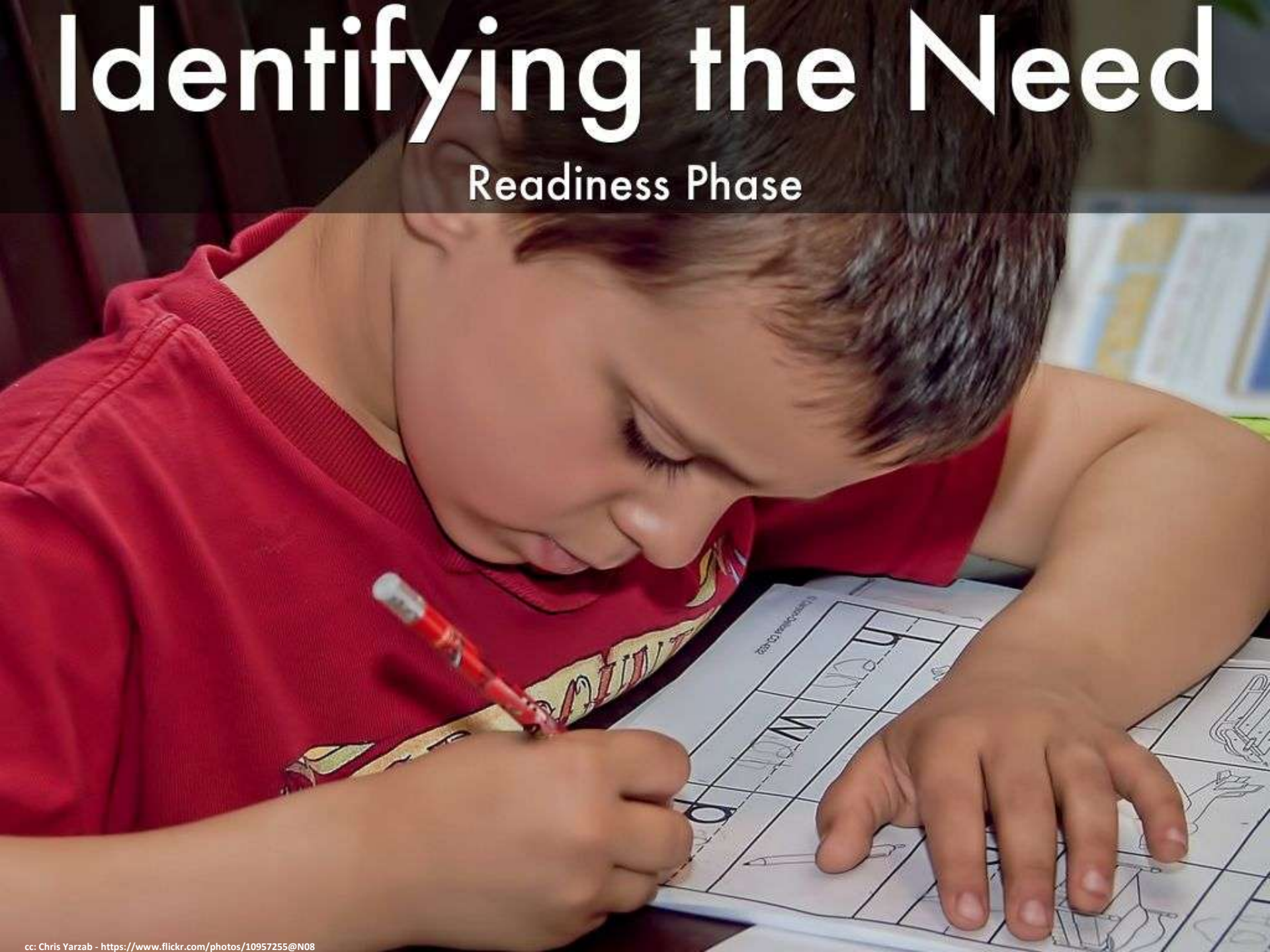## American-Sponsored Assisted Overseas Schools

Introduction to the Project

Why RTI?

Identifying the Need

Readiness Phase

The Need

- Lack of systems
- Private school with admissions
  - Increase our capacity to support ALL children
  - "Dis-enrolling"
- Improve data-based decision making
- Student academic failure

Reading – MAP Spring 2015 (Elementary)

8-10 % scoring below the 20th percentile

Estimated – 400 students across the district

The Developers and Core Instructors

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Oregon RtI Director

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ASCD Student Growth Center

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American School of Barcelona Curriculum Director

Principles We Are Following: The *WHAT*

- Multi-Tiered model of service delivery
  - TIER 1 is the most important Tier
- Focus on alterable variables (the Magic is in the Instruction!)
- Intervene early and often!
- Direct, repeated measurement to inform decisions
- Teaming and Data-Based Problem Solving
- Strong emphasis on evidences-based implementation

The Why and the How:
A Systems Approach

"We emphasize poor implementation guarantees poor effects with Rti."*

*Or anything else

Principles We Are Following: The *WHY & HOW*

- **Stage-Based Implementation**:
  - Exploration/Readiness
  - Installation
  - Initial Implementation
  - Full Implementation and Innovation
- **WHY**: Culture of collaborative decision making and support, high expectations for **ALL**, growth mindset
- **HOW**: Leadership, DBDM, Professional Learning

RTI Essential Components

SLD Decision Making

Progress Monitoring

Interventions

Universal Screening

Core Materials and Instruction

Leadership

Teaming & DBDM

Professional Learning

Growth Mindset & High Expectations For _ALL_ Students

Culture

Culture of Collaboration to Improve Outcomes
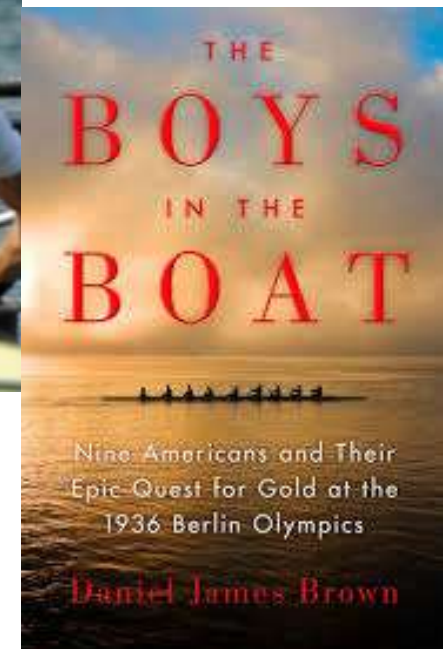
Our Goals

1. To prevent academic failure in reading
2. Develop a strong and effective reading core
3. Increase our capacity to serve at-risk elementary students who need additional support to be successful.
4. Bridge research to practice
5. Create a sustainable RTI system

Contextual Variables and Challenges in an International Setting

Changing Roles

Common Challenges and Opportunities Across "The Big Pond!"

- Belief that poor learning is "within-child"
- Solutions reside somewhere else, with somebody else, at some other time
- Suitcase curriculum←→Choose your own adventure!
- Lone Rangers, not pit crews
- Grasping at the "Shiny Object"

We Chose 2 Pilot Schools

- Why a pilot?
  - British and American

The Roll-Out:

Stages of Implementation

Sequence & Stages of Implementation		Planning Yr.	Year 1	Year 2	Year 3
Why and How	-Funding (support) -Readiness -Explore need -Awareness -Culture	(Exploration)	**X** (Install)	**X** (Initial Implem.)	**X** (Full Implem.)
Tier 1	-Core/Tier 1 -Universal Screening -100% meetings -BIT -DBDM	(Exploration)	**X** (Install)	**X** (Initial Implem.)	**X** (Full Implem.)
Tier 2/3	-Interventions -Placement -Progress Monitoring -Intervention Reviews	(Exploration)	(Explore)	**X** (Install)	**X** (Initial Implem.)
SPED	-SLD Eligibility -Increasing Capacity -Fidelity Checks -Other: Admissions	(Exploration)	(Explore)	(Explore)	**X** (Install)

Format of Trainings

- Annual face-to-face training
- Series of locally facilitated on-line trainings
  - Series of modules
  - University credit - SPU
- Regular school coaching

"Implementation is a Journey, Not a Destination"

(Sure. But where are we *now?*)

- TA challenges:
  - Multiple providers/continents
  - Building the plane in the air
- Successes:
  - Superintendent/Board/Admin Investment
  - Universal Screening
  - Progress with core program, beliefs, instruction
  - DBDM & teaming for district & school outcomes
  - Implementation data & planning next month
  - Enthusiasm & momentum is high

Data Discoveries

The Data – A game changer
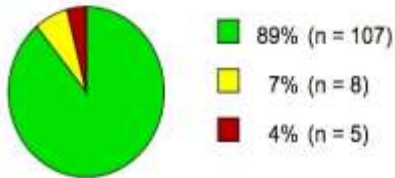
Data Discoveries

1. Is the core program sufficient for most students (80% or more above benchmark)?
   - Is it a Curriculum issue or intervention need?
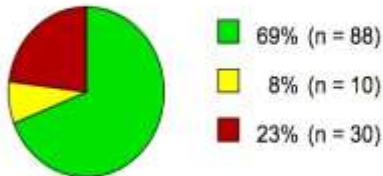
2. Problem analysis

3. Plan development

District: International Schools Group - Saudi
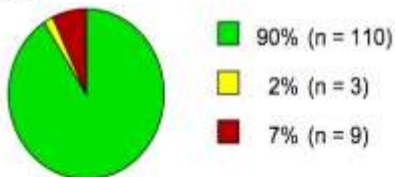Year: 2016-2017

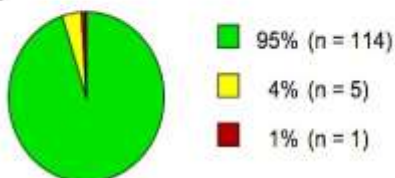**Beginning of Year DIBELS Composite Score**

Kindergarten
- 89% (n = 107)
- 7% (n = 8)
- 4% (n = 5)

First Grade
- 69% (n = 88)
- 8% (n = 10)
- 23% (n = 30)

Second Grade
- 90% (n = 110)
- 2% (n = 3)
- 7% (n = 9)

Third Grade
- 95% (n = 114)
- 4% (n = 5)
- 1% (n = 1)

KG / Year 1 → **89%** at or above benchmark

11% below benchmark

G1 / Year 2 → **69%** at or above benchmark

31% below benchmark

G2 / Year 3 → **90%** at or above benchmark

9% below benchmark

G3 / Year 4 → **95%** at or above benchmark

5% below

Pilot School #1

KG → Core program is sufficient for 82%
G1 → Core program is **insufficient** for **36%**
G2 → Core program is sufficient for 83%
G3 → Core program is sufficient for 90%

Problem Analysis

G1 → Instructional needs:
90% phonemic awareness
22% letter sounds

Mid Year Data Discoveries

1. Significant gains due to purposeful efforts
2. No change in some data, but quite high – above 90%
3. Some losses, began to analyze why.
   - Phonics
   - Comprehension

Lessons Learned

1. District leadership work
   - Policy work for sustainability
2. School improvement vs. special education initiative
3. Data has been a game changer

In Their Own Words

Pilot schools share their experience

Back on the Bus: Opportunities and Next Steps

- Spring assessment and action planning
  - DIETs, OASIS, and district/school planning
- Culture, culture, culture
- Strengthen DIT & BIT

- TIER I:
  - Standards of practice for core
  - Professional Learning for core
  - Implement Core Review Meetings

Back on the Bus: Opportunities and Next Steps

- Year 2, TIER 2:
  - Define, identify, install interventions
  - Train, install DIBELS PM
  - Intervention Placement & Intervention Review Meetings

Questions & Answers